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ABSTRACT

Collaborative planning between Western Kentucky University and a local junior high school resulted in a successful new program for student discipline that was accepted and implemented by teachers and administrators. Inservice training was provided in positive discipline strategies, based on Glasser's reality therapy, over a two-year (1974-76) period. Four program elements were emphasized to ensure the teachers' and administrators' sense of commitment to and ownership of the program: (1) collaborative decision making among teachers, students, administrators, counselors, and university trainers; (2) long-term training and support by university personnel, with a full-time trainer at the school for the first year; (3) identification of existing practices and the configurations of changes to be implemented in school rules, teacher disciplinary actions, and administrator actions; and (4) the evaluation of data measuring the stages of concern and the level of use of the innovations. The importance of teacher and administrator commitment to a new program is noted. As shown by the decline in student suspensions, expulsions, and days lost, the program was successfully implemented. Tables comparing teacher and administrator use of old and new discipline strategies before and after the inservice program are presented. (FG)

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IMPLEMENTING AN INSERVICE PROGRAM IN POSITIVE DISCIPLINE STRATEGIES

A CASE STUDY
PRESENTED AT THE
30TH ANNUAL MEETING OF AACTE
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In the Spring of 1975, Western Kentucky University initiated a collaborative planning effort with the administrators and teachers of an area junior high school to develop a proposal for a two-year Teacher Corps project. Two major decisions resulted from the initial collaborative planning activities. First, it was decided that the project's primary goal would be the development of a success-oriented teaching/learning environment at the participating junior high. Second, based on data from a comprehensive needs assessment, it was decided that to achieve the project's primary goal would require improvement in the following three interrelated areas: (1) the reading skills of students, (2) the teaching strategies used by teachers, and (3) the school's approach to discipline. To bring about these improvements, it was recommended that the project focus a major portion of its resources on the development and implementation of the following three inservice training programs:

1. Reading Improvement Strategies.
2. Alternative Teaching Strategies.
3. Positive Discipline Strategies (based on Glasser's Reality Therapy).

Continued collaborative planning resulted in the development of a project proposal which was funded for operation during the two-year period July, 1976 - June, 1978.

Of the three inservice training programs included in the Teacher Corps project, the Positive Discipline Strategies Program confronted the greatest number of problems during implementation. This case study will

attempt to describe four elements in this program's design which facilitated the implementation of this program.

Assuming that the training provided is of good quality, the success of any inservice program will depend on the degree to which teachers and administrators have ownership in and commitment to the program. The development of teacher and administrator ownership in and commitment to an inservice program in the controversial area of school discipline is a difficult task for three reasons. First, the legitimacy of university involvement in this area is considered questionable by many teachers and administrators. Second, teachers and administrators are hesitant to acknowledge the need for improvement of their approach to discipline. It is difficult to obtain commitment to a program for which there is no acknowledged need. Third, it is difficult to gain agreement on a plan of action for discipline inservice which will be both acceptable to teachers and administrators and capable of bringing about any positive change.

Although the teachers and administrators of the project school had acknowledged the need to improve their school's approach to discipline and had agreed to participate in inservice training in positive discipline strategies based on Glasser's Reality Therapy, the project staff was concerned that this initial ownership and commitment would weaken or vanish when the inservice training began to get specific, to focus on what the school and each teacher and administrator would do to improve the school's approach to discipline. If the initial ownership and commitment of the teachers and administrators could not be sustained and strengthened, the inservice program in positive discipline strategies

would fail and the project's other inservice efforts would be jeopardized. Therefore, a problem critical to the overall success of the Teacher Corps project was the identification of ways in which the implementation of the discipline strategies inservice program could contribute to sustaining and strengthening the teacher and administrator initial ownership in and commitment to change their school's approach to discipline.

When the research findings of the Concerns-Based Adaption Model (CBAM) Project of the Research and Development Center for Teacher Education related to the adoption of educational innovations were considered, the problem of sustaining and strengthening teacher ownership and commitment took on added significance. These findings indicated that the successful adoption of a significant change in the existing educational practices of a school must be considered to be a long-term developmental process requiring from two to four years. Since the discipline strategies inservice program's efforts to improve the project school's approach to discipline would require the adoption of major changes in the school's educational practices, it seemed reasonable to predict that the successful adoption of these changes would require a period of time in excess of the two-year duration of the project. Therefore, during the two years of project operation, teacher and administrator ownership in and commitment to changes in the school's approach to discipline must develop to a level that will insure that the process of adopting these changes will continue in the years following the project's completion.

The following four elements in the design of the discipline strategies program were identified as having the potential for contributing to the program's ability to generate a high level of teacher and administrator

ownership and commitment.

1. Collaborative decision making.
2. Long-term training and support by university personnel.
3. Identification of configurations of discipline strategies.
4. Effective formative evaluation of adoption process.

The discussion that follows will describe the role played by each of these elements in developing teacher and administrator ownership in and commitment to the changes implemented by the discipline strategies inservice program.

1. Collaborative Decision Making

All too often, the decision making associated with inservice programs is a process which could be described as "from the top down" or "have I got a deal for you". In other words, someone above the teachers and/or the administrators of a school, either at the district office or in a university determines the content and organization of inservice programs available to the schools. This type of inservice has led to the widespread feeling that inservice is something that is done to teachers and administrators rather than for or with them.

A major reason that the teachers and administrators of the project junior high had initial ownership in and commitment to the discipline strategies inservice program was the the need for and the basic content of this program were arrived at by collaborative decision making during the project proposal's development. Because the changes in school discipline to be implemented by the discipline strategies inservice program would affect everyone in the school, it was essential that this collaborative decision-making process be continued during program

implementation. Granted such decision making takes time, however, the time is well spent in order to maintain a high level of commitment to the program. The following seven levels of communication were established to insure that all individuals in the school would have a voice in the decisions made about school discipline.

a. Teachers with Students

Discussion of school discipline and the school's rules and their rationale by teachers and students allowed the students to better understand the rules and reasons they existed. In addition, these discussions provided a means by which students could express their opinions about school rules and school discipline.

b. Satellite Teachers and University Trainers

The project junior high is divided into seven satellites or "schools within the school". In this arrangement, a group of teachers is responsible for the instruction of between 120-150 students. This satellite arrangement made it possible for 4-7 teachers having the same students to meet regularly with the univeristy trainers to discuss changes in the discipline in their classroom based on feedback from students and the problems confronting the teachers. These meetings were the primary means for the delivery of inservice training and support. These small group meetings made it possible for the university trainers to provide more personalized training and support to the teachers on an ongoing basis.

c. Satellite Teacher Representatives, Administrators, Counselors, and University Trainers

Seven satellite teacher representatives, the principal, vice

principal, the two counselors, and the university trainers formed the Discipline Strategies Leadership Team. Meetings of this team provided a forum for discussing the progress being made in implementing the changes in the school's approach to discipline and the problems confronted in the implementation process. This group made decisions about training and support necessary to insure the "smooth" adoption of the changes in school discipline being implemented by the discipline strategies inservice program.

d. Total Faculty, Administrators and University Trainers

This level of communication was used when the implementation of the changes in school discipline confronted major issues affecting the total school. It provided a forum for each member of the professional staff of the school to express views about and be involved in reaching decisions about these issues.

e. Principal and University Trainers

Successful implementation of changes in the school's approach to discipline requires that the principal have genuine ownership in and commitment to these changes. Regular meetings between the principal and university trainers were held to permit the principal to resolve concerns and problems she had with these changes. These meetings played a major role in maintaining and strengthening the principal's commitment to the changes being implemented by the discipline strategies inservice program.

f. Homeroom Representatives and Principal

Meetings of the principal and the 28 homeroom representatives

allowed these students to share the views and concerns of their "constituents" concerning discipline in the school. The principal then carried these views and concerns to the leadership team for consideration.

g. Student - Principal Open Forum

In the event that students felt that their elected representative did not fully represent their views, it was decided to provide an open forum to provide students with an opportunity express their personal views about discipline directly to the principal. The participants in each session were the first twenty students to sign up for the forum. Since student participants came from study halls, forum times were rotated in order to permit maximal possible student involvement. Student input from these sessions was taken back to the Discipline Strategies Leadership Team by the principal.

These seven levels of communication comprise the formal communications network presently in operation in the project junior high.

2. Long-Term Training and Support by University Personnel

In the past, university and district office involvement in inservice often has been "hit and run" or a "one-night stand". A trainer presents a short (two-hour or two-week) workshop which provides training on a new program or idea and then departs the scene, leaving the teachers and administrators with the difficult task of implementation. As a result, many teachers and administrators have become wary of committing themselves to become involved in new programs. Therefore, to insure teacher and

administrator ownership and commitment, it was essential to demonstrate university commitment.

Although none of the changes to be implemented by the discipline strategies inservice program were particularly difficult to understand, application of these changes in a school or classroom was viewed as a most difficult task because it involved a change in the values held regarding schools, teachers, students, and discipline. Therefore, the adoption and implementation of changes in school discipline required a level of training and close support not associated with inservice programs.

To provide this level of training and support on a daily basis, it was decided that during the first year one university trainer would be assigned to work full time in the school. During this first year an additional university trainer was assigned to work on a half-time basis to provide assistance in the implementation effort. During the second year of operation which is now in progress, three university trainers (two at half time and one at quarter time) have been assigned to provide training and support on a weekly basis. Because the program is part of a federally funded project, it has been possible to allocate more faculty time to the program's training and support than would have been available with regular university support. However, based on the experience gained during the course of implementing the discipline strategies inservice program, it would appear that in the future faculty time devoted to implementation of similar programs could be reduced to more "realistic" levels without any serious impact on the adoption process.

3. Identification of the Configurations of Discipline Strategies

The adoption of significant changes in the existing educational practices of a school is a difficult process which requires the expenditure of much time and energy on the part of teachers and administrators. Long-term ownership in and commitment to such changes requires a determination by each individual involved that the impact of the changes on existing educational practices is worth the required expenditure of their time and energy. Determination of the impact of the changes on existing educational practices requires that both the changes and the existing practices be described in sufficient detail to permit a meaningful comparison of the two.

As a result of their research on the adoption of educational changes or innovations, Dr. Gene Hall and the staff of the CBAM Project have developed a procedure for describing educational innovations. In this procedure, an innovation is viewed as being composed of identifiable characteristics or components which delineate the broad areas addressed by the innovation such as materials, organizational patterns, role of the users, and evaluation procedures. Within each component there is a range of variations available to the user. An innovation's configuration is the operational pattern that results from the selection and use of different variations of an innovation's components. The configuration for an innovation is developed first identifying its components and then identifying the variations possible within each component. Once identified, these components and component variations provide a detailed description of the innovation.

In considering the adoption of changes in the existing educational practices of a school, use of the procedure for identifying configurations

would make it possible to develop a configuration or detailed description of both the changes to be implemented and the existing educational practices. The resulting configurations could be composed to determine the degree of difference between the changes and the existing educational practices. This comparison and the identified differences would provide a means for determining the impact of the changes on existing educational practices. Since the degree of difference between the changes to be implemented and the existing educational practices will in large part determine the time and energy required in the adoption of the changes, comparison of the two configurations would also provide a means by which teachers and administrators could determine the approximate time and energy requirements involved in the adoption of the changes. Therefore, by comparing the configurations of the changes to be implemented and the existing educational practices of their school, each teacher and administrator would be better able to determine if the impact of the changes on existing educational practices is worth the time and energy required. The ability to make this determination would insure that ownership in and commitment to a program designed to implement changes would be based on a realistic understanding of the impact of and time and energy required to adopt these changes.

The ability to identify the configurations of both the changes to be implemented by the discipline strategies inservice program and the existing approach to discipline in the project junior high would have made it possible for teachers and administrators to develop a clearer initial understanding of the program and its implications. This clearer initial understanding would have done much to alleviate the project staff's

concerns about ownership and commitment discussed earlier. Unfortunately, the CBAM Project staff did not develop the procedure for identifying configuration until the discipline strategies inservice program was in its seventh month of operation.

Once the procedure for identifying configurations was available, the Teacher Corps staff began working on identifying the configurations of the changes being implemented and the school's existing approach to discipline. The following three common components were identified for both the changes being implemented and the school's existing approach to discipline:

Component 1: School rules.

Component 2: Teacher actions when student breaks rule(s).

Component 3: Administrator action when student is removed from class.

The variations possible within each of these three components were then identified and are shown in Table 1, Table 2, and Table 3 respectively on the following pages. On these tables, the column labeled "1976" refers to the discipline strategies in use at the beginning of the program, the column labeled "Glasser" refers to the discipline strategies to be implemented, and the column labeled "1978" refers to the discipline strategies presently in use at the school. By noting the different variations of all three components which are noted as being in use in a given column ("1976", "Glasser", or "1978"), the reader can identify the complete configuration of the discipline strategies in use at the beginning of the program, the configuration of the discipline strategies being implemented, or the configuration of the discipline strategies presently in use. By considering each component variation across

TABLE 1

COMPONENT 1: SCHOOL RULES

VARIATIONS	USE		
	1976	Glasser	1978
1. Estab/changed by admin., given to teachers and students	Frequent	Seldom/ never	Seldom/ never
2. Estab/changed by admin. /tchrs, given to students	Frequent	Seldom/ never	Seldom/ never
3. Estab/changed by admin. /tchrs, rationale discussed with students	Seldom/ never	Occasional	Occasional
4. Estab/changed by admin/tchrs with informal input from students obtained by teachers during discussion of rationale	Occasional	Occasional	Occasional
5. Estab/changed by admin/tchrs with formal input from students via communications network st. ——→ tchr ——→ admin	Seldom/ never	Frequent	Frequent
6. Estab/changed by admin/tchrs with formal input from students via expanded communications network st. ——→ tchr ——→ admin st. ——→ admin	Seldom/ never	Frequent	Occasional to frequent

TABLE 2

COMPONENT 2: TEACHER ACTIONS WHEN STUDENT BREAKS RULE(S)

VARIATIONS	USE		
	1976	Glasser	1978
1. None	Occasional	Seldom/ never	Seldom/ never
2. Talk with student focused on why rule was broken	Frequent	Seldom/ never	Occasional
3. Talk with student focused on what he/ she did	Occasional	Frequent	Frequent
4. Help student develop commitment to alternative plan of behavior	Seldom/ never	Frequent	Frequent
5. Reprimand student	Frequent	Seldom/ never	Occasional
6. Withdrawal of privileges	Frequent	Occasional	Occasional
7. Detain after school	Frequent	Occasional	Seldom/ never
8. Corporal Punishment	Frequent	Seldom/ never	Occasional
9. Send student to office	Frequent	Occasional	Occasional

TABLE 3

COMPONENT 3: ADMINISTRATOR ACTIONS WHEN STUDENT IS REMOVED FROM CLASS			
VARIATIONS	USE		
	1976	Glasser	1978
1. None	Occasional	Seldom/ never	Seldom/ never
2. Talk with student focused on why rule broken	Frequent	Seldom/ never	Seldom/ never
3. Talk with student focused on what he/ she did	Occasional	Frequent	Frequent
4. Help student develop commitment to alternative plan of behavior	Occasional	Frequent	Frequent
5. Reprimand student	Frequent	Seldom/ never	Occasional
6. Withdrawal of privileges	Frequent	Occasional	Occasional
7. Detain after school	Frequent	Occasional	Seldom/ never
8. Corporal Punishment	Frequent	Seldom/ never	Occasional
9. Suspension followed by conference with parents	Frequent	Occasional	Occasional
10. Recommendation for expulsion	Occasional	Seldom/ never	Occasional

columns, the reader can identify the progress that has been made to date in changing the school's use of that variation.

Although the development of these discipline strategies configurations did not occur until after the discipline strategies inservice program was well underway, their development has contributed to a better understanding of where the program started, the progress that has been made in adopting the changes implemented by the program, and the work that remains to be done to bring the adoption process to completion. For this reason, these configurations have made a major contribution to the development of the level of teacher and administrator ownership and commitment needed to insure the successful adoption and retention of the changes after the Teacher Corps project is completed in June, 1978.

4. Effective Formative Evaluation of Adoption Process

As discussed earlier, implementation of changes in the project junior high's approach to discipline by the discipline strategies inservice program was viewed as a long-term developmental process. For this reason, an essential element of the program was a system of formative evaluation which could provide feedback to the university trainers and the teachers and administrators of the school as to the progress, problems, and concerns associated with the adoption of the changes in school discipline.

Two primary sources were used to obtain formative evaluation data on the discipline strategies inservice program-the communications network in the school and the monitoring of teacher and administrator concerns about and use of the changes in discipline strategies being implemented.

The communications network established in the school made it possible for students, teachers, administrators, and university trainers to enter

into regular and active discussions about the school's approach to discipline and the changes being implemented. These discussions were an invaluable source of data regarding the progress, problems, and concerns associated with the adoption of changes in the school's approach to discipline, providing feedback needed to make day-to-day adjustments in the program's operation.

The monitoring of teacher and administrator concerns about and use of the changes in the discipline strategies being implemented was made possible by assistance from the staff of the CBAM Project of the Research and Development Center for Teacher Education. In studying the procedures for the adoption of educational innovations, the CBAM Project staff developed the Concerns Questionnaire for measuring concerns about the adoption of an innovation and an interview technique to determine the level of use of an innovation. The thirty-five item Concerns Questionnaire measures the concerns of an individual about the adoption of an innovation in terms of a developmental sequence of concerns. This sequence (the Stages of Concern) is shown on Table 4 on the following page. The measurement of an individual's stage of concern (SOC) is based on the assumption that, in the course of adopting an innovation, an individual will move through a predictable sequence of concerns.

An individual's level of use (LOU) is measured in terms of the developmental hierarchy shown on Table 5. Determination of levels of use is based on the assumption that, in the course of adopting an innovation, an individual will move through a predictable hierarchy of use. The interview to determine an individual's level of use requires approximately thirty minutes. A more detailed consideration of Stages of Concern and Levels

TABLE 4

STAGES OF CONCERN ABOUT THE INNOVATION

STAGE OF CONCERN		DEFINITION OF CONCERN
0	AWARENESS	No indication of interest in or concern about the innovation.
I	INFORMATIONAL	Expresses a general interest in the innovation and learning more about it. The user seems to be unworried about himself in relation to the innovation. The potential adopter considers substantative aspects of the innovation in a selfless manner inquiring about general characteristics, effects, and requirements for use. Information needs and interest are of a more cursory nature reflecting general non-committal feelings, limited evaluation and minimal personal investment.
II	PERSONAL (Self Concerns)	Reflects uncertainty about the roles played by the individual user and of the demands placed upon him, including analysis of his role in relation to the reward structure of the organization. Decision making and consideration of potential conflicts with existing structures or personal commitments that have financial or status implication for self and colleagues may also be expressed.
III	MANAGEMENT (Task Concerns)	Expressions about the process of using the innovation and the best use of information and resources. Statements focus on issues related to efficiency, organizing, managing, scheduling, and changing time demands.
IV	CONSEQUENCE (Impact Concerns)	Indications of exploration of impact of the innovation on clients in one's immediate sphere of influence. Expressions about relevance for clients, evaluation of client outcomes, including performance and competencies, and how his use of the innovation can be changed to increase client outcomes are stated.
V	COLLABORATION (Impact Concerns)	Focus is on increasing impact on clients through collaboration with others regarding use of the innovation.
VI	REFOCUSING (Impact Concerns)	Indications of user's exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative.

TABLE 5

LEVELS OF USE OF THE INNOVATION

LEVELS OF USE		DEFINITION OF USE
0	NON-USE	State in which the user has little or no knowledge of and no involvement with the innovation, and is doing nothing toward becoming involved.
I	ORIENTATION	State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.
II	PREPARATION	State in which the user is preparing for first use of the innovation.
III	MECHANICAL USE	State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
IVA	ROUTINE	Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.
IVB	REFINEMENT	State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.
V	INTEGRATION	State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
VI	RENEWAL	State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

of Use can be found in the articles referenced below.

In a collaborative research effort, the CBAM staff agreed to visit the junior high three times during the first year of project operation and two times during the second year to determine each teacher's and administrator's concerns about and level of use of the changes being implemented in the school's approach to discipline. The data on concerns and use obtained from these visits made it possible to (1) determine the progress of the adoption process and (2) plan both short-range and long-range intervention strategies designed to improve the effectiveness of the adoption process.

The impact of the discipline strategies inservice program on the behavior of teachers and administrators can be determined by comparing the configuration of the discipline strategies in use at the beginning of the program with the configuration of the discipline strategies presently in use as shown on Table 1, Table 2, and Table 3. This comparison will reveal that the discipline strategies inservice program has made significant progress in achieving the configuration of the discipline strategies being implemented.

In the final analysis, the success of any changes in a school's approach to discipline must be measured in terms of their impact on the students in the school. Tables 6 and Table 7 on the following pages provide data concerning the impact of the Positive Discipline Strategies

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Gene Hall, Susan F. Loucks, William L. Rutherford, and Beulah W. Newlove. "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adaption," Journal of Teacher Education, XXVI (Spring, 1975), 52-56.

Gene Hall. "The Study of Individual Teacher and Professor Concerns about Innovation," Journal of Teacher Education, XXVII (Spring, 1976), 22-23.

TABLE 6

UTILIZATION OF STUDENT PLANNING ROOM (SPR)

	1976-77	1977-78
TOTAL NUMBER OF STUDENTS ENTERING SPR	101	42
NUMBER OF STUDENTS ENTERING SPR ONE TIME	74	29
NUMBER OF STUDENTS ENTERING SPR TWO TIMES	16	3
NUMBER OF STUDENTS ENTERING SPR THREE TIMES	5	2
NUMBER OF STUDENTS ENTERING SPR FOUR OR MORE TIMES	6	8

TABLE 7

COMPARISON OF SUSPENSIONS, EXPULSIONS, AND STUDENT DAYS LOST FOR 1975-76, 1976-77, AND 1977-78

	SUSPENSIONS	EXPULSIONS	DAYS LOST
* 1975-76	90	9	393
1976-77	53	8	186
1977-78	22	5	85

*. SCHOOL YEAR PRIOR TO IMPLEMENTATION OF THE POSITIVE DISCIPLINE STRATEGIES INSERVICE PROGRAM

Program on the students at the project junior high. Table 6, Utilization of Student Planning Room, shows the number of students sent to this room to develop a plan for changing their behavior instead of being suspended. The impact of the Student Planning Room and the overall changes in the school's approach to discipline is shown on Table 7, Comparison of Suspensions, Expulsions, and Student Days Lost for 1975-76, 1976-77, and 1977-78. The data on this table show that, as a result of the changes in the school's approach to discipline, the number of suspensions and student days lost has been reduced significantly. While the number of expulsions has not changed significantly, it should be noted that now before a student is expelled, the teachers and administrators have made concerted efforts to help the student change his/her problem behavior. In other words, the teachers and administrators of the project junior high have a genuine ownership in and commitment to an approach to school discipline designed to help students deal with their problems in a positive, responsible manner.